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NEW MEXICO STATE CONFERENCE ON EDUCATION OF THE DISADVANTAGED, REPORT OF PROCEEDINGS (ALBUQUERQUE, NOVEMBER 11-12, 1966).

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DISCUSSED AT THE FIRST GENERAL SESSION OF THIS STATEWIDE CONFERENCE WERE (1) THE OBJECTIVES OF ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROGRAMS, (2) THE PREPARATION OF TEACHERS OF THE DISADVANTAGED, AND (3) IMPRESSIONS OF THE NATIONAL CONFERENCE ON EDUCATION OF THE DISADVANTAGED, WHICH SOME OF THE CONFEREES HAD ATTENDED. THE CONTRIBUTION OF VARIOUS STATE AGENCIES TO IMPROVE EDUCATIONAL OPPORTUNITIES FOR THE DISADVANTAGED WAS ALSO CONSIDERED. AT THE SECOND GENERAL SESSION GUEST LECTURERS SPOKE ON TEACHING METHODS, MATERIALS, AND CURRICULUM FOR THE DISADVANTAGED. GROUP DISCUSSIONS WERE CONCERNED WITH SPANISH-SPEAKING STUDENTS, READING INSTRUCTION, VOCATIONAL PROGRAMS, CULTURAL ACTIVITIES, SCHOOL SERVICES, AND STUDY CENTERS. ADDITIONAL TOPICS UNDER CONSIDERATION INCLUDED KINDERGARTEN AND PRESCHOOL PROGRAMS, INSERVICE TRAINING, APPROACHES TO PUPIL EVALUATION, AND RESEARCH AND INFORMATION DISSEMINATION PRACTICES. NEW MEXICO'S DISADVANTAGED POPULATION CONSISTS OF INDIAN, SPANISH, AND ANGLO ETHNIC GROUPS. (LB)

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NEW MEXICO STATE CONFERENCE
ON
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REPORT OF PROCEEDINGS

November 11 - 12, 1966

Albuquerque, New Mexico

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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NEW MEXICO STATE CONFERENCE

ON

EDUCATION OF THE DISADVANTAGED

REPORT OF PROCEEDINGS

UD 005 677

November 11-12, 1966

Albuquerque, New Mexico

Conference sponsored by

The Office of Title I, ESEA Services

State Department of Education

Mildred Fitzpatrick, Director

Weldon Perrin, Director of Finance

Bill Caperton, Specialist in Program Operations

Jesse Manzanares, Specialist in Evaluation

FOREWORD

The New Mexico Conference on the Education of the Disadvantaged is symbolic of the motto of the State of New Mexico: "Crescit Eundo"--We grow as we go.

This report on the New Mexico Conference on Education of the Disadvantaged really points up the attitude of New Mexico educators concerning Title I and the education of the disadvantaged children in this state.

The intense interest shown by over 275 participants in the general sessions, as well as the conference groups, really shows why New Mexico is establishing a claim to being first in the implementation of Title I projects. The reason is evident--the educators of this state are vitally interested and willing to work toward improvement in local projects.

The sectional meetings were well attended, emphasizing that local administrators and teachers, public and non-public alike, are intensely interested in the happenings in neighboring schools. We expect that as a result of these group meetings that many innovative ideas were garnered and will be used in other districts of the state.

The highlight of the conference was the second general session, when the large group in attendance was privileged to hear Dr. Harry Passow and Dr. Peter Kontos discuss methods and techniques to be used in educating the disadvantaged child.

It goes without saying that I give my heartfelt thanks to all who participated in the conference. The three attendees at the national conference were of invaluable assistance in making the New Mexico Conference so successful. A special thanks goes to teachers and

administrators of New Mexico who so ably took charge of the various group discussions.

Mildred Fitzpatrick

Director, Title I, ESEA Services

PREFACE

The first of the National Conferences on Education of the Disadvantaged was held at the Mayflower Hotel in Washington, D. C., July 18-20, 1966. In attendance were more than 400 educators, professional allies and critics, searching, not for immediate ultimate answers but, for beginnings. The problem was clear. "The disadvantaged, adults and children, are failing in the system, and the system is failing them." (Panel IVa, Report of the National Conference.) Reinforcement of education as it is was clearly not the sole solution, for it was failing. What to do? How?

Participants at the Conference accepted the premise that "All men are created equal" as a spiritual truth rather than a social or biological fact. The basic assumption of Title I is but an action affirmation that man ought to have an equal chance to utilize his natural talents.

The participants returned to their home states with a shared vision, and riding their shoulders the octopus of who, what, where and how. The when of the problem was <u>now</u>.

New Mexico's delegation was headed by the able and dedicated State Director of Title I, Dr. Mildred Fitzpatrick. Earl Nunn, Superintendent, Las Cruces Schools, represented urban communities; Dr. Calvin Hager, Head, Education Department, New Mexico Highlands Universtiy, represented state colleges. Phillip Gonzales, Superintendent, Cuba Public Schools, was there as a conferee for rural areas.

The National Conference recommendation was that state level meetings be held as soon as practicable. This state level conference was held as a result of that recommendation.

Completely cognizant that, though it is the prime factor, education alone cannot solve all the problems of the disadvantaged, Dr. Fitzpatrick called for and received the cooperation of other state agencies at this conference. It is self-evident that health and economics are integral parts of the ability of the disadvantaged to assimilate the offerings of education. Representatives of the Department of Public Health, Department of Public Welfare, and Division of Economic Opportunity clarified their functions relative to the overall problem for assembled educators in general sessions.

In order to share and disseminate findings, six group discussions, built around the general theme "Promising Practices and Programs" were held. Each of these groups was concerned with a specific area of practice or program, using a panel format. Not only is every facet of the attack on the problem of the disadvantaged recognized, but every geographic section of the state as well.

Each state has problems peculiar to it, based in the sociological components of population, economics, and resources. In New Mexico there exists three main cultural groups, the Indian, Spanish and Anglo. All have contributed much, and each presents problems inherent in the division as well as integration into the composite whole. These problems are recognized and the attempts that are being made to deal with them are reflected in the panel discussions.

Individually and collectively panel chairmen are highly commended and the fruits of their labors could not have been made available without the knowledge and conscientious work of the six recorders, who summarized for you the means, methods and findings of the group discussions.

Technical writer of the conference was Alice Bullock, who collated and edited the work of the summary writers and general meetings, prepared this introduction and must take responsibility for any omissions or errors of emphasis appearing in this report.

FIRST GENERAL SESSION

EARL NUNN, Superintendent of Schools, Las Cruces, presided at the first general session. He summarized his impressions of the July 14-19, 1966 National Conference on the Education of the Disadvantaged held in Washington, D. C., recalling that attending from New Mexico were Dr. Mildred Fitzpatrick, Director, Title I, for the State of New Mexico; Dr. Calvin Hager for state colleges; Earl Nunn for urban areas, and Phillip Gonzales for rural areas.

Mr. Nunn stressed four significant areas of discussion at the conference as being:

(1) Obvious that more money is needed for education than we have had;

(2) Indicated that at an early date it was hoped to have the federal government become increasingly and directly involved in early childhood education;

(3) Hopes for effecting an early funding of federal programs for school district budgeting purposes; and,

(4) Hopes that some sort of assistance be made available for the building of schools in the very near future.

The recognition of Title I as an action program was followed by the questions of how and where to begin programs. In New Mexico the implementation of these questions during the present state conference center in objectives set by Dr. Mildred Fitzpatrick. These objectives include new approaches and ideas in curriculum, learning, research and evaluation; exploration of present ways in which other agencies can assist in the education of the disadvantaged; and lastly, plans to involve administrators, teachers, social workers, merchants and laymen in discussing approaches to these problems.

FRED COMSTOCK, Vice-President of the State Board of Education, followed and he spoke briefly, asking that educators scrutinize Title I

programs in the light of possible changes should a cutback in federal funding develop due to the war in Vietnam. "If there is to be a cutback, I think it is up to us to make up our minds which programs are the most important," he said. While the pre-school, or Head Start, program is under OEO, he felt that it was one of our most successful and important programs, and that it should be continued.

He emphasized that it will be necessary to wait and see what congress does about Titles I, II, III, IV, and V of 89-10, but felt that we should evaluate in order to determine which programs could be continued with limited funds. In order to do this, in New Mexico, he suggested that we--

(1) Get the legislature to adopt a program to allow local communities to exceed the 20 mill limit

(2) Involve parents and community people if this had not already been done

(3) Talk to new representatives and senators and acquaint them with problems and programs

(4) Watch current reappraisal programs

(5) Have each local area appraise its program for highest priority, and determine which can be absorbed in local budgets should this become necessary

He quoted several critical paragraphs from the report of the national conference and asked for clarification of the objectives in Title I programs on conditions that he did not feel pertained in New Mexico. Who were the people at the conference who seemed to believe the Title I program a failure, he asked, and why do they believe after only one year's attempt, that this is so? He pointed out that spending money in a crash program would not necessarily provide the answers to all the problems we have in education, problems that have been years in the making.

Many people are asking for more, as answers, he observed. Some are asking for a complete change, or a full commitment, and yet these same people are not telling us what they want in terms of a change and how to approach that end. Those who advocate obtaining goals by use of power or civil disobedience are leading some to believe that power will bring jobs or guaranteed incomes, etc. Most of us know that this is not true, he asserted, and that it is only a combination of education, work, motivation and determination that will ever bring success. "You cannot get from poverty to riches in one jump."

Illustrating his point, Mr. Comstock used the analogy of the butterfly coming from the cocoon. It has to struggle and work and if the cocoon is cut in an attempt to aid the butterfly to free himself, death is the result. "I think that the main thing we have to do is to give our children an opportunity to help themselves, and in particular, in the area of understanding parents," he added.

New Mexico has had an extremely successful program, he continued, pointing out the national coverage given varied areas of the Title I programs. In commenting on the effects of this program in New Mexico, he called attention to the fact that it is not aimed at every student, but only at those pupils that are felt to be disadvantaged. "I urge that you not listen to the prophets of doom," he concluded, "but continue the fine work that you have started."

As the representative for rural areas, PHILLIP GONZALES elicited a great deal of laughter from the audience with his whimsical way of stating some very penetrating observations on the Washington conference. "We went to Washington to learn things that would help New Mexico," he said, "but we spent more time answering questions than we did in getting answers." Other attendees were curious about many of the programs going

on in New Mexico.

He found a great deal of concern in the various meetings with civil rights, integration, housing, employment, social programs relating to race and community attitudes. "They were talking about solving things that New Mexico solved years ago because it's in the Constitution," he quipped.

He, too, commented on the adverse criticisms prevalent to Title I programs. That these criticisms have no validity in New Mexico is due, he stated, to the leadership given local communities in this state. It was fast, energetic, and wise, he said. Our State Department officials let people out in the field evolve their programs based on their needs rather than imposing programs from state level. "They gave us guidance and help where we needed it," he continued. "Those people in Washington would not believe me when I told them that three weeks after our program was approved in Washington, our projects were in operation in New Mexico!" Several of the states had not gotten started yet.

Commenting on the fact that teacher aides were widely used in New Mexico, he offered a suggestion in this area. If worked out, such a suggestion might make it possible for individual aides to be granted college credit for on-the-job training, and be encouraged to enroll in college courses. Upon demonstration of ability and performance, these aides would be given higher salaries and advanced to positions as teacher assistants and eventually with considerably more college training and experience, become teacher associates or attain teacher status. Teachers could advance to the role of specialists and consultants under the same program.

DR. CALVIN HAGER, Head, Department of Education, New Mexico Highlands University, confirmed some of Mr. Phillip Gonzales' impressions of the Washington conference. "We have already been through the problems, many of those attending thought of as insurmountable," he observed. "Our problem in New Mexico is not the breaking of the Spanish or Indian child out of isolation so much as it is to assist them in the assimilation of their culture." The majority of discussion in Washington was, Dr. Hager felt, centered on the Negro child, and the problem boiled down to "How does the teacher teach a child whose basic reaction is to reject him?" The answer given was that teachers need to be "trained." Dr. Hager rejects the terminology, preferring "prepared" instead.

Teacher preparation is of two types, pre-service and in-service. Suggestions have been made that pre-service preparation include courses in anthropology, sociology, psychology, etc. Dr. Hager does not feel that this is an answer, since graduates in these subject areas do not necessarily understand the child of poverty. He does not believe that very much significant change can be effected in teacher training immediately, nor is he convinced that there should be. Changes in teacher education would be difficult because universities are on limited budgets and appropriations are in the hands of people who are, in main, middle class and somewhat conservative, and as such frown on radical change.

Examination of the content of university schedules shows that, in order to include additional subject matter in teacher preparation, something would have to be dropped for each addition. What to take out would be a crucial problem. Many do not feel that it is a lack of

academic knowledge that holds back the teacher, but rather a lack of the techniques in implementation.

In-service, then, not pre-service education for teachers is where the work will have to be done, he said. Not extension courses, university courses, not NDEA courses, but a sustained program aimed at the problem in the locality where it exists. He pointed out that of the ten million allocation in this state, less than $25,000 was used for in-service programs for teachers. Less than one-eighth of one per cent. Yet it is acknowledged that the most significant problem facing the school is the inadequacy of the teacher in the technology of bringing about innovation. "I suggest," he said, "that after you have bought all the equipment, books, chalk, etc., that your warehouse will hold, that you still have to have someone to operate those projectors, etc. Sooner or later we will have bought all the hardware that we can possibly buy, and still not have solved the problem. Buying hardware is a self-defeating process. "We need", he insisted, "greater use of Title I monies in in-service preparation of our teachers."

WELDON PERRIN, Director of Finance, Title I office, allayed to some extent the sharp concern felt about Dr. Mildred Fitzpatrick, by announcing that her surgery was apparently successful, and that she was doing well, all things considered. He spoke of her disappointment at not being able to attend the conference.

Filling in for Dr. Fitzpatrick, he chose to speak to the conference on the "School Views the Child" angle of conference objectives. Quoting from the national conference report, he said, "What we are now being asked to do is find new and untried ways of inducing the disadvantaged sections of the population to defer substantial gratification over a

long period of time." He pointed out that the crucial question, as far as the educationally disadvantaged is concerned is "How can we expect a lower class population overnight to adopt middle class values?"

The absence of middle class values is too often equated at child level with a verdict of being lazy, stupid, troublemakers, etc. by teachers and administrators, he said, and continued that the very absence of these values makes immediate and tangible rewards necessary. Another misconception noted is that children from different ethnic groups are incapable of learning. The child will tend to live up to the expectation of the teacher, and this means that an attitude change on the part of teachers is necessary for success. Programs with particular relevance to the interests of these children is one method of helping them.

Levels of expectation can be built. Mr. Perrin cited an experiment in California where teachers were told that the IQ level of the students was much higher than it actually was. Their performance was significantly higher. It was also noted that there is a tendency in schools to place weaker teachers in the classes where disadvantaged children predominate, and the children are expected to perform at a grade level regardless of what academic abilities they bring to it.

Other problems in this area, as brought out at the national conference, were discussed briefly by Mr. Perrin. Attacking the problem at child level may be the wrong point, he said. We should beware of false interpretations of standardized test; perhaps, looking at them to see how much a child has learned in a given time in spite of his disadvantages rather than how much he has not attained.

Teacher preparation, particularly in understanding the child; new ways of teaching children and new ways and means of involving the families of the disadvantaged child, all need study and implementation.

In summarizing, Mr. Perrin quoted Dr. Wilson Riles of the California State Department of Education, "That teachers do the kind of job that society demands and expects, and as far as this goes, they have done a good job. As far as the disadvantaged child is concerned, society hasn't demanded a thing yet."

OTHER STATE AGENCIES AND THEIR CONTRIBUTIONS TO THE EDUCATION OF THE DISADVANTAGED

There are 18,484 school children in the state of New Mexico in need of psychological help of some kind, DR. EUGENE L. MARIANI told the audience, and 2,259 pre-school children reported as possibly mentally retarded. These figures are the result of a survey completed early in November by the Mental Health Division of the Department of Public Health. Surveys and research are but one part of the function of the Public Health Department's Mental Health Division that can be utilized by educators and others interested in education, Mr. Mariani said.

Primarily, the services of the Mental Health Division are technical services as opposed to clinical services. The demands for clinical diagnosis are so heavy that it is impossible for this division to comply, but it does participate in diagnostic services. This division endeavors to work in rural areas where such services are least available first, then progress in toward the urban centers. An average of 450 to 500 children are taken care of annually. Diagnosis, determination of eligibility for educational services, working with courts and probation officers as much as possible are all contributing factors to the educational program under Title I, he pointed out.

Another service provided by this division is making available educational material such as literature, brochures of various kinds, and the maintenance of a film library to help schools, or any agency or group interested in the mental health field.

The Department of Public Welfare is an agency of the state created for the purpose of providing for needy people, MR. VICENTE PACHECO, of that agency, said. Help is afforded by giving financial

assistance and help services in a multiplicity of social services and in medical care. Basically, Public Welfare deals with four groups of disadvantaged peoples.

(1) Families and children of broken homes, created by divorce, death, separation, abandonment, incarceration, etc.

(2) Unmarried parents

(3) Families and children with problems involving juvenile delinquency

(4) Tragedy at all levels, such as health problems, both mental and physical.

Mr. Pacheco commented that the Welfare Department is in sympathy with educators in solving the problems facing them, due to familiarity with these problems from a slightly different angle.

In addition to the regular, better known services, Child Welfare offers adoptive service and foster care; the Division of Crippled Children provides medical care and services which are broad enough to take care of plastic surgery, eye care and hearing. He suggested contacting Welfare Services when it appeared likely that they might help, for their job consists of "Keeping mind and body, or body and soul, together."

OEO is a technical assistance agency for communities that wish to develop techniques in solving problems which they feel cause, or aggravate conditions of poverty, MR. FRANK MCGUIRE, Division of Economic Opportunity, said. He called to the attention of those in attendance some of the accomplishments that had materialized in this state in the past year. New Mexico, which was second in the nation in drop-outs, has now risen to sixth. There is a wide latitude for improvement yet, but improvement is being made. There has been a decline, amounting to 40 to 50 cases per institution, in enrollment at both the Girls Welfare Home

in Albuquerque and Boys School in Springer. Again--things are happening as we would like them to happen, he said, as shown in the decline in juvenile crime.

Project Head Start, under the jurisdiction of OEO, has proved to be outstandingly successful. Retentions (which cost the state two and a half million per year) at first grade level have declined from 1% to 50% in areas where the program has been instituted, he reported. This is the kind of heartening thing that has been happening in New Mexico.

Where the child is prepared for life rather than just for the first grade alone, the program is having interesting side effects in that many parental ideas are changing as well. People involved are turning to Head Start people asking how to register to vote, showing changed attitudes toward authority, responding to health, cleanliness and educational programs.

Speaking of the Community Action Program, CAP in most communities is set up because of the feeling that existing agencies have not met the needs of the community, and with a feeling that people must have greater access to systems designed to serve them. Eighty per cent of OEO funds go to educational training, Mr. McGuire concluded.

GROUP DISCUSSIONS

"Ye have read, ye have heard, ye have thought," he said,
"and the tale is yet to run;
By the worth of the body that once ye had,
give answer--what ha' ye done?"
--Rudyard Kipling

SECTION A

CHAIRMAN - A. C. Woodburn, Alamogordo
ASSISTANT TO CHAIRMAN - Charles Lee, Floyd
RECORDER - Don Manzanares, Ojo Caliente

PANEL MEMBERS AND TOPIC:

English as a Second Language - Bea Estrada, Gallup
Reading - Le Velma Parks, Truth or Consequences
Reading - J. B. Jamison, Tucumcari
Spanish to Spanish Speakers - Humberto Gurule, West Las Vegas

Gallup is in Indian country. School population is heavily weighted with Navajo Indian children, as well as those of Spanish ancestry. BEA ESTRADA, McKinley School, Gallup, reported on steps being taken to teach English as a second language in this area. The disadvantaged in this portion of the state share in the common national problem of poor reading and comprehension, triggered, at least in part, by the fact that they not only have to learn to read, but the reading material is not in their native tongue. They have a language to learn added to the difficulties of mastering the art of reading. Gallup established a reading laboratory and used consultants to develop guidelines for teachers to use in their reading classes. These consultants called in-service meetings with teachers to discuss problems, practical means and methods whereby students can be helped to attain their age and grade level academically and happily. Hopefully they seek to create an English speaking community within the Navajo culture.

LE VELMA PARKS, a reading teacher at Truth or Consequences, gave a summary of the means employed to help eradicate poor reading and comprehension in her school system. "Each child is provided with the opportunity at least once each day to read at his own level," she said. Children are grouped according to ability, and reading teachers work with elementary level students three periods of one hour duration each week. Junior high students receive two hours a week in intensified reading instruction. Diagnostic tests have been given all students, and using the results, basic and supplementary materials at the child's level have been provided and are being used. No more than ten children are worked with at any given time.

J. S. JAMISON gave those attending this group session the benefit of the Tucumcari approach to solving the reading disabilities in his city. The superintendent, Warren Nell, appointed a teacher committee, charged with the responsibility of setting up a reading program. With the opportunity afforded them under Title I, the committee branched out with five projects in the communicative arts area, embracing remedial and developmental reading. They faced the problem of whether teachers should come from without or within the system, and decided that specialists from without the system were called for. The Superintendent found teachers, insisting that they be "dedicated teachers firmly sold on the idea that reading was the key to education."

Equipment, such as controlled readers, overhead projectors, etc. had been ordered, but the reading teachers selected the materials they felt best suited to student needs. Survey, rather than diagnostic, tests were given and each of the four reading teachers handles not more than eight students at a time. Student participation at elementary level was based upon the survey tests and teacher recommendation. At

junior high level, students were identified, counseled and assigned, while at high school level the program is strictly elective. Speed reading as well as remedial techniques are used at both junior and senior high levels.

Physical screening for eye and ear defects supplemented tests, which are given at the beginning and end of each semester. These tests revealed that the greatest progress made was 27 months, and none failed to make at least three months progress.

With their experience to date, Tucumcari finds that "good master elementary classroom teachers can be developed as good remedial reading teachers." In-service training sessions for classroom teachers meet once each month to help overcome reading specialist shortages.

SPANISH FOR SPANISH SPEAKERS

Believing that with expanded trade and cultural relations with Latin American countries there will be an increased need of Spanish speaking personnel by both government and industry, West Las Vegas has initiated a program for the teaching of Spanish to Spanish speakers. HUMBERTO GURULE reported on this program.

Limited to students who speak Spanish, instruction has as primary objectives the development of vocabulary and the correct usage of Spanish.

There are seven, thirty-minute classes daily at elementary level--grades one through five. Used as a means in the development of correct usage and greater vocabulary is appreciation of Spanish music, art and literature as supplementary enriching factors.

"There is, in Spanish poetry for example, beauties that cannot be translated," Mr. Gurule said. "Appreciation of literature and music can only add to the students general educational level. We are building on

a facility that is already there, and enriching English through a second language."

SECTION B

CHAIRMAN - Ernest Gurulè, Bernalillo
ASSISTANT TO CHAIRMAN - Calvin Short, Silver City
RECORDER - Fermin Montes, Hondo

PANEL MEMBERS AND TOPIC:

Vocational Programs - C. E. Jackson, Lovington
Cultural Activities (Music and Art) - Norbert Lopez, Espanola
Chester Miszkiel, Farmington
Field Trips - Margery Brasuel, Cuba

Education is desired by the educationally deprived more than we realize, C. E. JACKSON, Lovington, told this group. The reasons for this desire vary in different localities as they do in different individuals. The talents found among students should be developed which is a motivating factor in itself, and a second effect is to reduce the drop-out rate.

In Lovington, providing materials under Title I funds, was found necessary since woodwork, home economics, shopwork, different programs requiring materials the needy student could not afford to buy. They found, however, that students did not want handouts, but preferred to work and earn their materials, so that providing sufficient remunerative work became quite a problem. This pertained throughout junior and senior high schools.

In business education, the problem became one of securing sufficient equipment to allow more students to participate. Students were willing to eliminate study halls so that they could pick up typing, electronics, etc., with or without high school credit. They wanted to study. In

electronics a hundred students enrolled, although all were not deprived students. This course not only decreases drop-outs, but is a preparation for technical schools, helps those entering service and though the initial expense is greater, it is not more so than equipping a science lab.

At Espanola, reported NORBERT LOPEZ, art and music were included n in Title I projects due to the high percentage of Spanish speaking students and their aptitudes in these areas. Appreciation is stressed, and art exhibits, concerts, live performances are brought to these culturally deprived children. This is a sort of pioneering effort, and much needs to be done yet in bringing to the children the needed activities. Farmington, on the other hand, went in for arts and crafts, reported CHESTER MISZKIEL, giving students who had yet to know the sweet taste of success their first experience. Many of these children are of Navajo Indian extraction and the response has been whole hearted. Twenty-five Navajo students attend night classes, coming from the outlying area, in order to take this training.

Music was set up as a cultural aid for children in grades five through nine, with instruments provided for needy students. These instruments are taken from one school to another, including the private schools, while two band directors are kept busy. An orchestra has been organized and an instructor provided for that also.

MARGERY BRASUEL, with vivid word pictures, took her listeners with her on field trips organized for the Cuba School District. Some of these children (Navajo, Spanish and Anglo) had never been in a two-story house, much less been on an elevator or seen an escalator. Trips of two or three days duration were planned for the children, so that

they could be exposed to as varied experiences as possible. Most of them live in quite primitive homes or hogans and to stay in a motel with bathrooms, dining rooms; the facilities that the middle class, more or less, take for granted, were new to the children. Trips were carefully planned and follow-ups came afterward where they could discuss what they had seen and vicariously live them again.

OMAR SPURLOCK, of Hobbs, gave an intersting account of the program initiated there for the non-academic boys who are being taught under a work-study type program. They have secured the cooperation of local merchants so that boys have jobs in supermarkets and other places of business, learning to apply what is given them in study sessions, while study courses are geared to help them do better jobs. Mr. Spurlock, in speaking of the need for teachers, emphasized that the need of the disadvantaged boys and girls was, above all, a teacher who loves.

SECTION C

CHAIRMAN - James Miller, Gadsden
ASSISTANT TO CHAIRMAN - E. V. Arvizu, Grants
RECORDER - Leo Varela, Pecos

PANEL MEMBERS AND TOPIC:

Guidance Services - Beth Bingaman, Deming
Health Services - Bill Reager, Bloomfield
Library Services - Rosina Lopez, Pojoaque
Study Centers - Alfredo Garcia, Tularosa

Deming schools felt that their area of greatest need was in the lack of adequate guidance services and their program in this area called forr two new guidance counselors to add to the four teachers within their system who qualified for this service. Each home where there is a disadvantaged child has been visited by at least one of the guidance

people. Children are tested, fall and spring, and there is group counseling at elementary level. Counseling at secondary level is pre-college oriented, to infuse the children with the desire for additional training, reported BETH BINGAMAN.

A number of helpful devices are used, including SRA kits, in groups that have been ability grouped. Individual counseling is done where indicated, even though the ratio at elementary level is one counselor for 500 children, one counselor to 435 at junior high level, and one to 350 at high school level.

Health services are being offered for the first time at Bloomfield, BILL REAGER reported. He posed the question "Are all the local schools responsible for the health of each child?" He discussed briefly the many facets of school responsibility that now pertain, telling about the health area in Bloomfield. He stated that schools were taking care of dental health, medical examinations, eye glasses, hiring a nurse and clerical help for her in endeavoring to care for health needs. Where mental health services are needed, psychiatric care is being paid for under Title I, he said. A student that is physically ill cannot learn and the child must be given every opportunity that can be made available to help him become a normal, healthy, educated student.

In seeing the results of the school year health program, there remains the summer months. The question has been raised "Should children be taken care of during this period?"

ROSINA LOPEZ discussed the library program at Pojoaque. Title I helped enabled the schools there to hire a librarian aide, thus freeing the librarian part of the time for teaching students library techniques. College bound students are taught library science.

Study centers have been opened for two hours each evening at Tularosa, reported ALFREDO GARCIA. Two teachers and a counselor, staff the center, offering aid in academic subjects or help where the student needs counseling.

Mrs. Ellen Digneo volunteered that the city of Santa Fe had a study center that is also open on Saturday. Raton, it was learned, had operated study centers last year but had dropped them since they were failing to reach the children for whom they were designed. They were popular with college bound students, but the majority of those taking advantage of the centers were not disadvantaged children.

SECTION D

CHAIRMAN - Orlando Ortiz, Taos
ASSISTANT TO CHAIRMAN - Joe Vasquez, East Las Vegas
RECORDER - Ralph Digneo, Santa Fe

PANEL MEMBERS AND TOPIC:

Kindergarten and Pre-School - Wallace Cathey, Central Consolidated
Oliver Newton, Springer
David Lee, Roswell
In- Service Education - Dr. Robert Letson, Carlsbad
Corine Duran, Penasco

Centered in the kindergarten or pre-school approach, ORLANDO ORTIZ, Taos, introduced the program with credit going to OEO for Head Start and called for an implementation of this program through Title I. OLIVER NEWTON, Springer, reported on the pre-school program in his town. It had been delayed in the summer months of 1966 due to the inability of officials to obtain a teacher, but this fall 30 youngsters were enrolled (all five-year olds) with two sections, one meeting in the morning, the other in the afternoon. Rural area children were included with transportation, supplies, etc. afforded through Title I. He felt that the

program has succeeded in bringing about a better understanding of home and community; respect for the rights of others; more meaningful concepts; in building basic vocabularies; sharing with others; and good health and living habits.

Among the semi-nomadic Navajos, the hogan environment without sanitary facilities and with austerity prevailing, a pre-school program for the northwestern part of the state was inaugurated, reported WALLACE CATHEY, of Central Consolidated Schools. A pre-school educational center was constructed at Shiprock with Title I funds, with 100 trailer houses used as classrooms during the construction period of the buildings.

A curriculum guide was developed for use in this complex and Navajo tribal leaders and citizens of the area were worked with closely. A big factor in the success of the program came about through the lunch program and the teaching of health habits. Johnson O'Malley funds provided for the needs of one pre-school program. Slides of the area, shown by Mr. Tsosie, brought into focus both the problems and accomplishments.

The pre-school program in another part of the state, Roswell, was reported by DAVID LEE. Here this program has been an on and off again affair. In 1964 a summer program was started in deprived areas from local funds. In 1965 project Head Start was begun. When Title I funds became available, a kindergarten program was given first priority. It was found that a summer program of six to eight weeks does not do an adequate job of remedial or preparatory work for first grade. The program worked out hinged on having one teacher for every 15 pupils, and a counselor who lives among the disadvantaged and visits the homes. 120 children were selected, all five-year olds.

Goals established were:

(1) Emotional development, so that children would gain a better self-image and ego standard

(2) Social development to include a respect for authority and for himself

(3) A greater awareness of the importance of family life

(4) Physical development, which would include motor development of the eye, hand, and body.

(5) Intellectual development, to include ability to follow directions, and

(6) A language skill that would enable youngsters to speak in complete sentences (in English) and to express their ideas coherently.

Dramatic art played an important part in the implementation of the goals, since it was used to develop role playing, and thus to overcome shyness, frustration, and hostilities. Creative art was used to develop self-discipline.

Counselors worked with the teachers in evaluating the childrens progress, and made recommendations for first-grade teachers on an individual basis. Certain practices allied with the Montessori school disciplines were adopted.

Dr. Drummond commented on the need for trained pre-school teachers, and added that the University of New Mexico and Eastern New Mexico University have already developed such a program.

IN-SERVICE EDUCATION

In-service education activities were conducted in the Carlsbad Schools under the Director of Instruction, DR. ROBERT LETSON. These programs were limited to four weeks, and certified personnel only were permitted to attend. Attendants were reimbursed at the regular rate of pay and college credit was given. Areas explored and studied included

audio-visual education, remedial reading, library services, vocational education, elementary math, and gymnastics.

One-third of all Carlsbad children were helped through this three hour per-day class period. Remedial reading, buttressed by interpretative, group reading and diagnostic tests, was stressed but there were also vocational education, modern elementary math, gynmastics and industrial arts available.

Progress in the in-service education field at Penasco was reported by CORINE DURAN. They have 44 enrolled in the local unit workshops, to help teachers in meeting the needs of the underprivileged child. Experimentation in methods for improving reading skills are encouraged, while means of developing sociological viewpoints and practical instructional materials are sought.

SECTION E

CHAIRMAN - Julia Papscy, Albuquerque
ASSISTANT TO CHAIRMAN - Jose A. Perea, Vaughn
RECORDER - Alfonso Espinosa, Socorro

PANEL MEMBERS AND TOPIC:

Approaches to Evaluation and Research - Virginia Carrell, Hobbs
Joe A. Martinez, Jr., Santa Rosa
Elaine Gaylor, Chama Valley

RESOURCES PERSONS:

Dr. Robert Hoey, California Test Bureau, McGraw Hill
Benny Pierson, Harcourt, Brace and World
Martin Koolen, Science Research Associates
Dr. Robert Swanson, State Department of Education

The group was led by a panel composed of ELAINE GAYLOR, who was first with a discussion of what is taking place at Chama. Mrs. Gaylor is deeply concerned with the reading problem which is so common all

over the state, and plans to use the EDL to implement reading practices.

The beginning period of the program will be focused on assisting teachers through in-service meetings to acquaint them with the EDL program. Pupils will be tested and the results used for placing them where they may profit most in the program scheduling.

JOE MARTINEZ, Santa Rosa, expressed his approbation for facilities under the 89-10 program, and the need for a school wide intelligence testing program other than the one that has been used prior to Title I. His plans include comparison of achievement tests results at the beginning of the term with the spring testing results, and to continue this comparison in succeeding years.

He gave a brief summary of an evaluation made of equipment used by both use and count.

VIRGINIA CARRELL, of Hobbs, rated the remedial reading program as best of the eight inaugurated at Hobbs under Title I. This has been instituted and carried out in grades one through six.

Stanford achievement test batteries were used for measuring and placing pupils, since they include word study skills, comprehension, etc., and these areas were under direct study. Machines are used in the effort to improve reading skills. California Mental Maturity tests are indicated at a later date, she said, to add to the knowledge of individuals gained by the Stanford tests. Comparison of test results of pupils over a nine weeks program term, using both control and experimental groups, seems to show little or no improvement in the child's ability to read. It was pointed out that this period of time is insufficient for any real progress to be measured.

Mrs. Carrell showed the group the type of comparison sheets, check sheets and charts now in use. She feels that records should be kept of child performance not only this year, but as a continuing effort with follow-up studies on individual children as time goes by. This entire evaluation procedure was, she said, an outcome of the recommendations of the group that attended the beginning conference. She called for the formulation of evaluation practices.

Class size in the remedial reading area were limited to 15, with a teacher handling a total of 75 students daily. Specialists were hired for this program under Title I.

The California Mental Maturity test was used for diagnostic purposes, and the private schools were incorporated with public schools in the testing program and resulting classes.

CONCLUSIONS:

(1) Standardized tests cannot show much improvement over a short period of time.

(2) Professional judgments are not the proper measures that should be used as the sole measure of the progress of a child.

(3) A need of better instruments for measuring, i.e., tests for acculturation, attitudes, values, judgments.

ATTITUDES

What are we doing about attitudes? is a major question; what attitudes are we developing, or seeking to develop toward learning? toward school? How best to inculcate these attitudes once they have been well defined.

Another area needing study is what do we look for in the evaluation of attitudes? Should there be subjective evaluation

by observation? Evaluation should take place by weighing performance against the objectives set up at the beginning of the project, and their use should be systematic.

Resource persons attending were most valuable as they were able to spur the testing instruments and advise the group in helping to identify the kinds of tests on the market, the purposes back of each of these tests, and the strengths in various areas.

SECTION F

CHAIRMAN - Dr. Jerry Southard, Las Cruces
ASSISTANT TO CHARIMAN - E. P. Messick, Dexter
RECORDER - Mrs. L. M. Valdez, Wagon Mound

PANEL MEMBERS AND TOPIC:

Research and Dissemination Practices - Dr. A. M. Potts, New Mexico State University
Dr. Merrill Redemer, State Department of Education
Mabel Rogers, Cobre
A. J. Garde, Belen

The discussions of this panel centered on present practices in research and dissemination and suggested practices in the same fields. An outline of the important points follows.

PRESENT PRACTICES

A. Research

1. Research is usually done by outside groups (out of school).
2. Teachers usually do the job, collect information, etc. for the group engaged in the research project; the researchers, in turn, do not make their findings available to the teachers.
3. In some cases only the administrators are involved in the research.
4. Many research projects are dropped before they reach fruition because of lack of proper evaluation.
5. Research in the United States, according to Dr. A. M. Potts, involves four states, or steps:

a. basic research
b. applied research
c. demonstration, and
d. evaluation

6. In one school district in New Mexico research is being done through testing to establish norms in math for the local schools.

B. Dissemination

1. Dr. Southard indicated that dissemination of information has been overlooked, except for ERIC. He believes that every "Title" program should include provisions for disseminating the findings or conclusions of successful projects to schools with similar problems or situations.
2. Dr. Potts is working with the Clearing House on Rural Education and Small Schools which is acquiring information relative to small schools and rural education and processing it for storage. The information is being programmed on microfilm cards. This clearing house, which is part of ERIC (Educational Resources Information Center), will be in operation by late spring. The purpose of ERIC is to give specialized library reference services through 12 clearing houses.
3. The New Mexico Department of Education has two books, Catalog of Documents on the Disadvantaged and Index of Documents on the Disadvantaged, which the schools that are looking for information on particular subjects may borrow by contacting Bill Caperton at the Department. These books may be bought from the U. S. Printing Office.

SUGGESTIONS

A. Research

1. That pure research be left to the universities
2. That terminology of research be taught through in-service programs conducted by the State Department of Education or the universities.

B. Dissemination

1. That schools be given lists of studies that have been made that indicate that disadvantaged children have different attitudes and social problems from "normal" children
2. That regional laboratories help to set up basic project designs and disseminate information pertinent to projects
3. That articulation between levels within a school and between schools and school districts needs to be improved.

SECOND GENERAL SESSION

Phillip Gonzales, Superintendent, Cuba Public Schools, presided at this meeting. He introduced Dr. Peter Kontos, Princeton University, and gave his academic accomplishments and a few personal highlights of his career.

Dr. Kontos, a tall, loose-jointed young man with an infectious smile and a keen wit, spoke on New Approaches to Motivating the Disinterested Achiever. His address was an excellent example of the cliche that "Humor is wisdom smiling".

He began his lecture by telling of his first experience at being evaluated as a teacher. Doubtful of his teaching ability and wanting a good report, he asked his students to all raise their hands when he asked a question. If they really knew the answer they were to wiggle a finger. The class cooperated, and the evaluator complimented him, adding, "I used the same hand raising technique once, only I had them close their fists when they knew the answer."

When the laughter had subsided Dr. Kontos commented, "We are in that sort of a phase now. There's an awful lot of hands waving in the air; there's an awful lot of dollars--3.5 billion dollars--10 million in this state. We're all looking for that wiggling finger."

He recounted his experience with two experimental reading groups that were failures. "We had the only group of readers in the country who regressed," he confessed. The third group, where the teachers made their own materials, was outstandingly succesful. "We found that kids were interested in things other than what we had traditionally thought they were interested in," he said. They found that these 100 young kids, all at least two years behind, and with school adjustment problems

'You know, I've been to an NDEA Institute. I've seen some new things. I'd like to try them out.'" Or perhaps there is a dream of their own, based in their experience, they want to give a good try.

This would be, in effect, rather like the university plan, a cutting out of the middleman, Kontos said. He feels that such a course of action would cut down on teacher transfers and resignations, and build teacher prestige. Admittedly, he did not know how such programs could be evaluated by state departments.

"We cannot afford to prolong the dull and advocate the pedestrian," he concluded. "Our topics must be as alive as the children we teach."

There was a period of spirited discussion from both the panel and the floor at the conclusion of Kontos lecture. Questions taken up were pertinent to the university plan, the good and evil inherent in the structure of the plan, and whether the ills might not possibly accompany the attempt to follow through at school system level.

Mr. Gonzales brought the discussion to an end when he rose to introduce Dr. A. Harry Passow, Professor of Education, Teachers College, Columbia University, but now working in Washington, D. C. on a school improvement project under the auspices of Columbia.

Dr. Passow, with the subject "Curriculum and Learning" plunged immediately into Title I and the part it could play in this area. "Title I does not call for innovation; what it calls for is some real deep restructuring of old ideas," he said.

Dr. Passow warned of the dangers of falling into a number of traps, some of which he feels we have already fallen into. The school drop-out and difficulties with reading "are not new problems that have dropped upon us out of the blue," he said. "We have had these problems for 30 or 40 years. There is a considerable body of research and

experience in these fields. Let's find out about it, and find out how to utilize what we already know."

Pointing out that we have some ideas about the nature and cause of the disadvantaged, he suggested better definitions be formulated for what constitutes disadvantaged than the easily applied criteria of economic impoverishment or racial and ethnic group standard. Within this group the federal government has, in effect, said "Do better." We need to determine what constitutes better. The how and what to do becomes the problem.

Dr. Passow stressed that any substantial breakthrough on the problem of remedial reading (which constituted more than half of the plans submitted in the Title I program) could not be obtained merely through working harder or putting the old materials into a different package. He suggested that to make any substantial gain we will be compelled to think outside of stereotypes. "The problem of the disadvantaged is essentially in the language area to begin with. Remediation is not the answer so much as a more positive language development." More of the same old methods will not make a dent in the problem--needed are new concepts or new formulations of these concepts, more effective organization and deployment of staff, reshaped curriculum," he insisted.

He issued a clarion call for raising the sights for accomplishment through meaningful programs, programs which call for pupil involvement. Basic literacy is not enough, he emphasized. Even if attained, basic literacy would only result in another generation of welfare cases and the keeping of dropouts in school to improve statistics on drop-outs equates at the custodial care level. We need more programs dealing with diagnosis of pupil difficulty, so that we can find

where we can "plug in" on instruction. Because a kid is poor, or of a minority group, does not tell us the nature of his disabilities, and the gross description of disability does not necessarily apply to any single child.

In asking educators to avoid prejudices about groups, he further stated that teachers must watch their attitudes relative to each child. Teachers too often do not teach the deprived child with the expectation of having him learn, and as a consequence he does not learn. Children react to what is expected of them. He advocates taking the child from where he is, whatever it may be, and moving out constructively. Schools can, he believes, do a better job through diagnosis, instructional program and its components and paying less attention to administration and organization.

"The prevention program is far more likely to work than a remedial program," he continued, following with comments on the Head Start program, where he feels there is too much attention being given to organization and not enough to what should be done with the child.

In summing up, he advocates that we clearly understand what needs to be done for the individual child, and the monies available be put on curriculum development through staff development. "It's about time," he said, "that a reading program became a thinking program, not merely mouthing of words."

The need for careful assessment of what values we want to promulgate, and think in terms of these values and their consequences, must be taken into consideration in forming programs. The disadvantaged child needs an understanding of his own and other cultures; he needs the establishment of sound citizenship; personal health habits; insights into the world of work; economic development; orientation into leisure resources.

He needs exactly what every other kid needs!

It may mean a totally different arrangement if teachers are helped to get now what they need in the way of hardware or software, but making it possible for them to do the job they are here to do--relate to kids, essential interpersonal relationship. We must get away from over-administration and under-staffing in programs as related to children. Above all, the school must never lose sight of its main function, intellectual development, broadly conceived.

RECOMMENDATIONS

That New Mexico educators are intent on up-grading, helping disadvantaged children to the best of their ability, rather than merely securing and using Federal funds was patent in reports given and recommendations developed at the first State Conference on the Education of the Disadvantaged.

IN-SERVICE TRAINING

Well in the foreground, and permeating every level, was the need for more in-service training for teachers. Dr. Calvin Hager, Highlands University, stressed in-service education emphatically in his address. "We need greater use of Title I monies in in-service preparation of our teachers." "Teacher preparation, particularly in understanding the child, new ways of teaching children....need study and implementation," said Weldon Perrin, of the State Title I office. Gallup uses in-service meetings to discuss problems, practical means and methods. Tucumcari reported that "good master elementary classroom teachers can be developed as good remedial reading teachers." Dr. Robert Letson, Carlsbad, reported comparatively intense in-service training, as did the Penasco School District.

Dr. Harry Passow, Columbia University, recommended that "the monies available be put on curriculum development through staff development."

School after school reported specialists and consultants calling in-service training meetings and staff development measures being used, with more emphasis in this area as a part of planning. Less emphasis on hardware, more on personnel was reiterated almost to the point of rote throughout meetings, in formal addresses, and informal discussions.

In-service preparation for teacher aids, widely used throughout the state, was advocated by Phillip Gonzales, Cuba, as a means of overcoming lack of availability of trained personnel.

EVALUATION

The need for better evaluative techniques, indeed for evaluation itself, permeated question and answer periods and the clinic, as well as showing up in major addresses. Mr. Fred Comstock, State Board of Education, called for local evaluation of programs with the maintenance of the program without federal assistance in mind should such an eventuality transpire.

The need for the development of better evaluative instruments was a persistent secondary theme in many areas, from subjective or objective viewpoints. How, asked one educator from the floor, do you evaluate the benefit a child gets from meals in a cafeteria? Weigh him before and after a meal? Changing attitudes, so necessary for real achievement, are almost impossible to pinpoint, and at best are based on opinion. The use of scores attained on standardized tests, of great value as diagnostic tools, carry drawbacks if too rigid a reliance is placed on score alone, implied both Mr. Perrin and Dr. Passow.

How can the benefits of field trips, cultural exposures to music, live drama, be objectively analyzed and evaluated?

Evaluation is necessary, and tools for better evaluation need study, as was pointed out by Dr. Robert Swanson, State Department of Education. Evaluation of projects was a peripheral component in every project discussed.

INVOLVEMENT

Dr. Passow, Columbia University, called for less administration and organization in Title projects and more involvement of personnel. Dr. Peter Kontos, Princeton University, went so far as to suggest teacher grants to spur individual thinking, planning, and participation. Mr. Frank McGuire, Office of Economic Opportunity, related the unevaluated but beneficial side effects of parental involvement in the Head Start program. Tacitly accepted was the fact that the school program which centered on nothing but the child could not be firmly inculcated; without parental acceptance the values are swiftly lost for the child if not buttressed by parental interest and endorsement.

Continued and increased parental and community involvement is indicated. Mr. Fred Comstock was talking about involvement when he recommended contacting new legislative people, and acquainting them with the problems and objectives of Title I programs. He, of course, specifically suggested involvement of parents and community people if this had not already been done.

MISCELLANEOUS RECOMMENDATIONS

1. Coordination of information and report requests with other agencies and departments to avoid duplication of effort at school level.

2. Simplification of reports in statistics, avoiding redundancy.

3. Early funding of project titles to enable budget directors to plan carefully for Title I integration into the whole. Firm commitments of funds.

4. Encouragement of innovative explorations into methods and procedures.

5. Better dissemination of findings; specifically, where teachers have been involved in gathering materials they should have easy access to the results of research.

   Program evaluation on pilot projects should be broadcast within the educational complex for reference, emulation or negation.

6. Try for some means that would make possible inter-classroom, inter-school or system observation by teachers involved in same or allied type programs.

PANEL DISCUSSION PARTICIPANTS

SECTION - A

A. C. Woodburn,	Director of Instruction,	Alamogordo
Charles Lee,	Superintendent,	Floyd
Don Manzanares,	Title I Coordinator,	Ojo Caliente
Bea Estrada,	Language Arts Specialist,	Gallup
LeVelma Parks,	Reading Teacher,	Truth or Consequences
J. B. Jamison,	Classroom Teacher,	Tucumcari
Humberto Gurule,	Spanish Teacher,	West Las Vegas

SECTION - B

Ernest Gurule,	Title I Coordinator,	Bernalillo
Calvin Short,	Title I Coordinator,	Silver City
Fermin Montes,	Superintendent,	Hondo
C. E. Jackson,	Director of Instruction,	Lovington
Norbert Lopez,	Deputy Superintendent,	Espanola
Chester Miszkiel,	Title I Coordinator,	Farmington
Margery Brasuel,	Classroom Teacher,	Cuba

SECTION - C

James Miller,	Assistant Superintendent,	Gadsden
E. V. Arvizu,	Director of Instruction,	Grants
Leo Varela,	High School Principal,	Pecos
Beth Bingaman,	Guidance Counselor,	Deming
Bill Reager,	Assistant Superintendent,	Bloomfield
Rosina Lopez,	Librarian,	Pojoaque
Alfredo Garcia,	Classroom Teacher,	Tularosa

SECTION - D

Orlando Ortiz,	Director of Instruction,	Taos
Joe Vasquez,	Title I Coordinator,	East Las Vegas
Ralph Digneo,	Director of Federal Programs,	Santa Fe
Wallace Cathey,	Assistant Superintendent,	Central
Oliver Newton,	Superintendent,	Springer
David Lee,	Title I Coordinator,	Roswell
Dr. Robert Letson,	Director of Instruction,	Carlsbad
Corine Duran,	Director of Instruction,	Penasco

SECTION - E

Julia Papsey	Title I Evaluator,	Albuquerque
Jose A. Perea,	Superintendent,	Vaughn
Alfonso Espinosa,	Director of Instruction,	Socorro
Virginia Carrell,	Guidance Counselor,	Hobbs
Joe A. Martinez	Title I Coordinator,	Santa Rosa
Elaine Gaylor	Guidance Counselor,	Chama

PANEL DISCUSSION PARTICIPANTS (cont'd)

SECTION - F

Dr. Jerry Southard,	Title I Coordinator,	Las Cruces
E. P. Messick,	Superintendent,	Dexter
Mrs. L. M. Valdez,	High School Principal,	Wagon Mound
Dr. A. M. Potts,	Educational Resources Information Center,	New Mexico State University
Dr. Merrill Redemer,	Chairman, Division of Research,	Department of Education
Mabel Rogers,	Title I Coordinator,	Cobre
A. J. Garde,	Superintendent,	Belen

NEW MEXICO CONFERENCE ON THE DISADVANTAGED

NAME	POSITION	ADDRESS
ALAMOGORDO		
Travis Stovall	Superintendent	Alamogordo
Dave Newell	Assistant Business Manager	Alamogordo
A. C. Woodburn	Assistant Superintendent	Alamogordo
Wendall Henry	Director, Elementary Ed.	Alamogordo
John W. Shaffer	Principal	Alamogordo
ALBUQUERQUE		
May Klicker	Assistant Principal Albuquerque High School	Albuquerque
Sister Margarita	Teacher, San Ignacio	Albuquerque
Sister Ruth Ann	Teacher, Heights Catholic	Albuquerque
Sister M. Ninfa	Principal, Holy Rosary	Albuquerque
Sister M. Eloise	Teacher, Holy Rosary	Albuquerque
Patrick J. Kelly	Research Specialist Education Service Center	Albuquerque
Benny Hensley	Elementary Principal Mountain View	Albuquerque
Lois Starkey	Teacher, Esperanza	Albuquerque
Norma Wright	Principal, Lowell	Albuquerque
George H. Smith	Publishing Representative	Albuquerque
R. C. Gorman	Teacher, Esparanza	Albuquerque
Claude L. Lewis	Coordinator, Washington School	Albuquerque
Albert A. Schneider	Superintendent, Archdiocese of Santa Fe	Albuquerque
William Johnston	Coordinator, Archdiocese of Santa Fe	Albuquerque
Julianne Papscy	Psychologist	Albuquerque
Lionel O'Neal	Principal, Taylor-Laguna	Albuquerque
Don Reel	Principal, Lavaland	Albuquerque
Elizabeth Rora	Public Health Referral Service, AFES	Albuquerque
Marion Barefoot	Coordinator of Special Ed. APS	Albuquerque
Ralph Dixon	Principal, Valley High	Albuquerque
Jeanne Beardsley	Head-Teacher, Girls' Welfare Home	Albuquerque
D. N. Aranga	Principal, Five Points	Albuquerque
Mary Sanchez	Principal, Old Town	Albuquerque
Stan Rarick	Principal, Ernie Pyle	Albuquerque
William Davesa	Audio-Visual Coordinator	Albuquerque
Kathryn Pelphrey	Art Consultant, Title I	Albuquerque
Evelyn L. Curb	Guidance, Elementary	Albuquerque
Lenton Malry	Principal, Marshall	Albuquerque
Albert Romero	Principal, East San Jose	Albuquerque
W. D. Ford	Principal, Roosevelt-A. Montoya	Albuquerque

NAME	POSITION	ADDRESS
ALBUQUERQUE (cont'd)		
Mrs. Veronica Honaker	Reading Supervisor	Albuquerque
Everett Miller	Principal, Barcelona	Albuquerque
Tom Lockwood	New Programs, APS	Albuquerque
Charles Groffman	Teacher, Esperanza	Albuquerque
Sister James Cecile	Principal, Sacred Heart	Albuquerque
V. Lucero	Elementary Teacher, Lowell	Albuquerque
Sister Marie Dominic	Principal, San Ignacio	Albuquerque
Sister Maura	Administrative Assistant Archdiocese of Santa Fe	Albuquerque
S. Thomas	Reading Teacher, San Felipe Parochial	Albuquerque
Sister M. Dominic	Principal, San Felipe	Albuquerque
Sister Marie Andrea	Primary, San Felipe	Albuquerque
Sister DePaul	Primary, San Felipe	Albuquerque
Sister Geneviene	Math Coordinator, St. Mary Parochial	Albuquerque
Doris Hart	Teacher, Lowell	Albuquerque
Sandra Bagg	Materials Center Coordinator, Albuquerque High	Albuquerque
AZTEC		
Dave Basham	Counselor, Aztec Junior High	Aztec
H. L. Willoughby	Superintendent	Aztec
Berniece McCarty	Tippey Elementary	Aztec
F. H. McCarty	Principal, Park Avenue	Aztec
BELEN		
John S. Aragon	Director of Instruction	Belen
A. J. Garde	Superintendent	Belen
BERNALILLO		
R. F. Sisneros	Teacher, Bernalillo Junior High	Bernalillo
Ernest Gurule	Assistant Superintendent	Bernalillo
Toby Salas	Director, Special Services	Bernalillo
A. P. Debevec	Physical Education, Santa Domingo	Bernalillo
BLOOMFIELD		
William M. Reager	Director, Special Services	Bloomfield
CAPITAN		
Duane Darling	Superintendent	Capitan

[illegible] NAME	POSITION	ADDRESS
CARLSBAD		
Robert J. Letson	Director of Instruction	Carlsbad
Pryde Brown	Teacher	Carlsbad
CENTRAL		
Elizabeth VanderStoep	Librarian, Shiprock High School	Shiprock
Norm Howey	Counselor	Kirtland
Wallace Cathey	Assistant Superintendent	Shiprock
Clarence Nosxe	Truant Officer	Shiprock
Wilfred Billey	Guidance Counselor, Shiprock High School	Shiprock
Frank Cathey	Attendance Officer	Shiprock
R. E. Karlin	Superintendent	Kirtland
David Dailey	Principal, Newcomb	Tohatchi
Clyde Pierce	Principal, Shiprock High	Shiprock
Bill Baxter	Principal, Shiprock Pre-School	Shiprock
Wayne Owen	Title I Director	Kirtland
CHAMA		
Elaine Gaylor	Title I Coordinator	Escalante
Dennis Trujillo	Superintendent	Chama
CLOUDCROFT		
Jane C. Riddle	Specialist, Reading	Cloudcroft
Tom Riddle	Superintendent	Cloudcroft
CLOVIS		
Charles Pruet	Federal Programs	Clovis
Vernon Mills	Superintendent	Clovis
Port Beasley	Assistant Superintendent	Clovis
COBRE		
Mable P. Rogers	Title I Coordinator	Cobre
CORONA		
Bill Hall	Superintendent	Corona
CUBA		
Albert Montoya	Principal, Cuba Elementary	Cuba
Margaret Brasuel	Teacher, Cuba Elementary	Cuba
Phil Gonzales	Superintendent	Cuba
Melvin Cordova	Principal, Cuba High	Cuba

NAME	POSITION	ADDRESS
DEMING		
E. Shockley	Superintendent	Deming
Beth Bingaman	Coordinator	Deming
A. B. Fitch	Assistant Superintendent	Deming
DES MOINES		
Herb Whatley	Superintendent	Des Moines
DEXTER		
Norman Butts	Board Member	Dexter
E. P. Messick	Superintendent	Dexter
Oscar Kunkel	Board Member	Dexter
DULCE		
Chon Labrier	Principal	Dulce
ENCINO		
A. M. Chamberlin	Guidance Counselor, Encino High School	Encino
ESPANOLA		
Margaret C. Montoya	Elementary Principal	Espanola
Mrs. Rebecca C. Lucero	Kindergarten	Abiquiu
Mrs. Josie Archuleta	Kindergarten	Riverside
Alice V. Martinez	Teacher, Dixon-Velarde	Espanola
Isaac Garcia	Counselor	Espanola
Norbert C. Lopez	Deputy Superintendent	Espanola
Viola Martinez	Elementary Teacher	Espanola
EUNICE		
Julian W. Caton	Superintendent	Eunice
Charles F. Sissel	Director of Instruction	Eunice
FARMINGTON		
Thomas H. Cloyd	Superintendent, Navajo Methodist	Farmington
C. P. Miszkiel	Federal Aid Coordinator	Farmington
FLOYD		
Charles Lee	Superintendent	Floyd
GADSDEN		
James P. Miller	Assistant Superintendent	Anthony

NAME	POSITION	ADDRESS
GALLUP		
Beatrice Estrada	Language Consultant	Gallup
W. B. FitzSimmons	Superintendent	Gallup
Louise Smith	Reading Teacher	Crownpoint
Harold L. Woods	Director of Instruction	Gallup
Carpio Torres	Principal	Thoreau
Virginia McGillavy	Reading Teacher	Thoreau
Sister Helen Francis	Representative for Father Owen, Cathedral	Gallup
Mrs. Attie J. Carter	Reading Teacher	Gallup
GRANTS		
Dwight Nichols	Director of Instruction	Grants
E. V. Arvizu	Curriculum Coordinator	Grants
M. B. McBride	Superintendent	Grants
HAGERMAN		
R. A. Welborne	Superintendent	Hagerman
HATCH		
M. E. Linton	Superintendent	Hatch
HOBBS		
Omer Spurlock	Houston Junior High	Hobbs
Virginia Carroll	Counselor	Hobbs
Mrs. Carl Griffin	Teacher	Hobbs
Dalton W. Tabor	Title I Director	Hobbs
Jeanne Hightower	Teacher	Hobbs
HONDO		
F. S. Montes	Superintendent	Hondo
JEMEZ MOUNTAINS		
Horace Martinez	Superintendent	Gallina
Sig Maestas	Counselor, Coronado High	Gallina
JEMEZ SPRINGS		
Genita Ellis	Assistant Superintendent	Jemez Springs
LAKE ARTHUR		
Lee Lockhart	Counselor	Lake Arthur

NAME	POSITION	ADDRESS
LAS CRUCES		
Terrie Gibson	Teacher, Bradley	Las Cruces
Jane Taylor	Elementary Coordinator	Las Cruces
H. E. Atkinson	Director of Instruction	Las Cruces
J. K. Southard	Director of Research	Las Cruces
Earl Nunn	Superintendent	Las Cruces
LAS VEGAS CITY		
J. D. Vasquez	Director of Instruction	Las Vegas City
Tom Clark	Superintendent	Las Vegas City
LAS VEGAS WEST		
Humberto Gurule	Elementary Spanish, South Public	Las Vegas West
LORDSBURG		
Barbara Jean Gray	Remedial Reading	Lordsburg
Ruby Warren	Secretary	Lordsburg
Dave Warren	Guidance Counselor	Lordsburg
LOS LUNAS		
Pete M. Pino	Director of Instruction	Los Lunas
Katherine Gallegos	Teacher	Los Lunas
LOVING		
Paul Eisert	Principal	Loving
LOVINGTON		
C. E. Jackson	Director of Instruction	Lovington
MAGDALENA		
Ruby Doran	Guidance	Magdalena
MELROSE		
Willard Moon	Superintendent	Melrose
MORIARTY		
Jeanine S. Hardin	Remedial Reading	Moriarty
Glen Ney	Principal	Moriarty

NAME	POSITION	ADDRESS
OJO CALIENTE		
Max Varoz	Supervisor	Ojo Caliente
Frances Beall	Nurse	Ojo Caliente
Donald Manzanares	Title I Coordinator	Ojo Caliente
Eloy J. Blea	Superintendent	Ojo Caliente
PECOS		
Leo P. Varela	Principal, Pecos High	Pecos
PENASCO		
Corina V. Duran	Director of Instruction	Penasco
Benito Duran	Superintendent	Penasco
POJOAQUE		
Frank B. Lopez	Superintendent	Pojoaque
Rosina T. Lopez	Librarian, Pojoaque High	Pojoaque
QUEMADO		
Herman Harm	Superintendent	Quemado
QUESTA		
Corpus A. Gallegos	Director of Instruction	Questa
Tito P. Martinez	Superintendent	Questa
RATON		
C. E. Williams	Superintendent	Raton
RESERVE		
Chuck Ellis	Superintendent	Reserve
ROSWELL		
David Lee	Administration	Roswell
RUIDOSO		
Mickey McGuire	Principal	Ruidoso
SAN JON		
Horace Wood	Superintendent	San Jon

NAME	POSITION	ADDRESS
SANTA FE		
C. C. Capshaw	Director, Santa Fe High	Santa Fe
Joe Casados	Principal, Santa Fe High	Santa Fe
Stanley Lamb	Director, Elementary Ed.	Santa Fe
Ralph Digneo	Director, Federal Programs	Santa Fe
SANTA ROSA		
J. T. Gonzales	Superintendent	Santa Rosa
Joe A. Martinez	Counselor, Santa Rosa High	Santa Rosa
Lydia Ordonez	Curriculum Coordinator	Santa Rosa
Pete Bustamentec	Principal	Santa Rosa
Morris Lamb	Elementary Principal	Santa Rosa
A. N. Sanchez	Principal, Santa Rosa Junior High	Santa Rosa
SILVER CITY		
Calvin Short	Supervisor	Silver City
Maria Spencer	Teacher	Silver City
SOCORRO		
Raymond Sarracino	Administrative Assistant	Socorro
Alfonso G. Espinosa	Director of Instruction	Socorro
SPRINGER		
Oliver Newton	Superintendent	Springer
TAOS		
Orlando Ortiz	Director of Instruction	Taos
TEXICO		
A. D. McDonald	Superintendent	Texico
TRUTH OR CONSEQUENCES		
M. H. Scott	Principal, Hot Springs High	Truth or Consequences
Basil F. Burks	Superintendent	Truth or Consequences
Irene McAlister	Librarian	Truth or Consequences
Lavelma Parks	Remedial Reading	Truth or Consequences
TUCUMCARI		
William Nell	Superintendent	Tucumcari
Jamie S. Jameson	Reading Teacher, Tucumcari High	Tucumcari

NAME	POSITION	ADDRESS
TULAROSA		
Emil Wohlgemuth	Teacher	Tularosa
Lewis Thomas	Principal	Tularosa
Alfred Garcia	Counselor	Tularosa
VAUGHN		
Ray Horiantasa	Teacher	Vaughn
Jose A. Perea	Superintendent	Vaughn
WAGON MOUND		
L. M. Valdez	Principal	Wagon Mound
Zack Montoya	Superintendent	Wagon Mound

OTHER PARTICIPANTS

NAME	POSITION	ADDRESS
Vivienne Brady	Instructor, University of New Mexico	Albuquerque
Ronald Servis	Consultant, Harcourt, Brace, and World, Inc.	Wichita Falls, Texas
Frakie McCat	Ag. Journal	
Harold D. Drummond	Elementary Education University of New Mexico	Albuquerque
Mrs. W. J. Sturgeon	Parent Teachers' Association	Santa Fe
Lura Bennett	Mathematics Specialist State Department of Education	Santa Fe
Paul Petty	Director, SWCEL	Albuquerque
J. A. Gandert, Jr.	New Mexico Education Association	Santa Fe
Ed L. Navroth	Resource Coordinator, Office of Economic Opportunity	Santa Fe
Bea Sackett	Parent Teachers' Association	Santa Fe
Frances Gray	Parent Teachers' Association	Albuquerque
Cal Hager	Department Head, New Mexico Highlands University	Las Vegas
Guy Waid	Professor of Education, Eastern New Mexico University	Portales
Bright E. Greiner	Retired	Albuquerque
R. A. Swanson	Guidance Director State Department of Education	Santa Fe
Robert J. Hanny	Assistant Professor University of New Mexico	Albuquerque
Jim Griggs	Administration, New Mexico School for the Visually Handicapped	Alamogordo
Meryle Malcheski	Director, Headstart	Las Vegas
Lillian Coy	Research and Statistics Department of Public Welfare	Santa Fe
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Tom Trujillo	Adult Education, State Department of Education	Santa Fe
Bob Reilley	Professor, Western New Mexico University	Silver City

NAME	POSITION	ADDRESS
Geneva Stone	Elementary Education University of New Mexico	Albuquerque
Ruth H. Mattila	Associated Professor of of Education, New Mexico Highlands University	Las Vegas
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Paty Henry	New Mexico Highlands University	Las Vegas
Rip Redemer	Research, State Department of Education	Santa Fe
LaMoine Langston	Administration, State Department of Education	Santa Fe
Constance Howard	Secretary, New Mexico School for the Visually Handicapped	Alamogordo
Victor Carentz	Curriculum Director, New Mexico School for the Visually Handicapped	Alamogordo
Joyce Morris	Reading Specialist Educational Service Center	Albuquerque
Joe R. Ulibarri	Guidance Specialist Educational Service Center	Albuquerque
Lee Payton	Superintendent, B.I.A.	Shiprock
Gene Whitlock	Physical Education, State Department of Education	Santa Fe
Tommy Sullivan	Program, U. S. Office of Education	Dallas, Texas
E. B. Charles	Chief, Documents, ERIC center, New Mexico State University	Las Cruces
Vicente Pacheco	Supervisor, Family Service Division, New Mexico Department of Public Welfare	Santa Fe
Robert J. Hovey	Consultant, California Test Bureau	Brownwood, Texas
Dr. A. M. Potts	Director, ERIC Clearinghouse, New Mexico State University	Las Cruces
Ellen H. Digneo	Director, Western State Small Schools Project, State Department of Education	Santa Fe
Dr. I. D. Townsend	Dean, University of Albuquerque	Albuquerque
Nelson Ivins	Professor, University of New Mexico	Albuquerque
C. C. Travelstead	University of New Mexico	Albuquerque
LeRoy Condie	University of New Mexico	Albuquerque
Thelma Condie	University of New Mexico	Albuquerque
Sister Anita Marie	Dietician, St. Vincent's Hospital	Santa Fe